

Parental Involvement in Relation to Learners' Academic Performance

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Abstract:

Parental engagement in a child's education is consistently correlated with enhanced academic performance. Given this context, this research utilized a sample of 117 parents and their offspring. Most parent-respondents are older females who have attained at least a high school education, have few children, and have a lower monthly family income. The degree of parental involvement in basic parenting, home learning environment, and collaboration with teachers was substantial when categorized by factors. The results demonstrated a statistically significant correlation between parental participation and a child's academic performance, independent of the child's intelligence. Schools should facilitate open and consistent communication via regular meetings, messaging tools, and newsletters to enhance collaboration between parents and educators. Parents should be welcome to engage in school events, activities, and educational sessions to foster trust and strengthen connections with educators.

Keywords: Academic Performance, Learners, Parental Engagement

Introduction:

Parental support in children's education is firmly emphasized in Republic Act No. 11908 of 2022, also known as the Parent Effectiveness Service (PES) Program. This legislation primarily aims to strengthen parental involvement in child development and learning by enhancing parents' knowledge and skills in effective parenting. According to the 2019 Southeast Asia UNICEF report, the Southeast Asia Primary Learning Metrics (SEA-PLM) defines parental engagement as "the behaviors and actions exercised by parents in their children's learning activities" (UNICEF, 2019). The SEA-PLM regional study identifies six variables constituting the index of parental engagement in academic activities (UNICEF, 2019).

The primary obligation of parents is to raise their children to become productive and responsible members of society. Positive interactions between parents and schools have been shown to benefit children's cognitive and socio-emotional development significantly. Parental involvement encompasses active participation and genuine commitment to their children's educational journey. Each child, particularly during formative years, requires adequate supervision and support, predominantly from family members. Parents are considered the most influential figures in a child's life, which became even more evident during the COVID-19 pandemic. They serve as the child's primary source of security and emotional support. Such involvement fosters stronger bonds between parents and their children, essential for holistic development (Pinatil et al., 2022).

Numerous studies confirm that parental involvement is vital in influencing academic success. Students tend to perform better academically when parents actively support their children's education by assisting with homework, participating in school activities, and fostering a conducive learning environment. Escol and Alcopra (2024) reported that students with involved parents attained higher grades and standardized test scores. Similarly, Lin (2025) found that parental engagement enhances students' academic motivation and improves educational outcomes. Trinidad (2023) also emphasized that consistent parental support is closely associated with long-term academic achievement. Children whose parents actively participate in their education are likelier to excel in school.

In her professional experience as a public primary school teacher, the researcher has observed that not all parents demonstrate the same level of involvement in their children's education. For some, accompanying their children to school has become a routine task rather than a meaningful opportunity for engagement. These parents often overlook the importance of supporting their children not only in academic matters but also in their overall development. Given

these observations, this study aims to investigate the impact of parental involvement on learners' academic performance from multiple perspectives.

Current State of Knowledge

Parental Involvement. When parents actively participate in their children's lives, it makes a real difference in how well they do in school, get along with others, and develop emotionally. Studies show that kids with involved parents often achieve academically, have better social skills, and are more emotionally balanced. This strong link between home and school creates a supportive space for children to learn and grow.

Parents show their involvement in many different ways, and each way helps a child develop. One of the most important is the learning environment at home. When parents create a supportive space for learning, it helps. For example, research like Musengamana's work in 2023 suggests that things like reading together, helping with homework, and chatting about school are important for a child's brain development. A home encouraging curiosity and exploration gives children a solid start in their education.

In addition, active parental participation in school-related activities also plays a vital role. Parents who attend parent-teacher conferences, volunteer in school functions, or participate in classroom activities help bridge the communication gap between educators and families.

According to Jutara and De Jesus in 2024, when parents and schools work well together, kids tend to do better in their studies and feel more motivated. This is because a strong connection between home and school creates a reliable support system, showing children how important education is in all their lives.

It is not just about what happens at home and school either. When parents get involved in learning opportunities in the community, it helps kids even more. Researchers like Yang and others in 2023 point out that when parents participate in after-school activities, mentoring, and youth programs, their children develop important life skills, gain new perspectives, and feel that their community supports their education.

Empirical evidence shows that students with actively involved parents consistently exhibit higher academic achievement, more refined communication abilities, reduced stress and anxiety levels, and stronger interpersonal skills. However, despite these benefits, several challenges hinder consistent parental involvement. Imagine schools making it easier for all parents to be part of their child's learning journey. Instead of just expecting parents to come to school, they could offer other ways to connect, like having online meetings with teachers from the comfort of their home or sharing helpful information through websites and apps.

Keeping the conversation going between parents and teachers is also key. Regular updates are important because they keep everybody on the same page and can jointly participate in assisting the child.

Also, many of those with other hurdles, such as a lack of transportation to attend school events or afford school supplies, would find it helpful to have local community programs that could serve as lifelines during trying situations when extra help is needed.

Parental involvement is also important in determining how well a child progresses in school. Strengthening partnerships among families, schools, and communities is needed to create an integrated and seamless educational environment. Therefore, parental involvement equates to investment in the future because it provides children with proper guidance and encourages them to achieve academic excellence and holistic development.

Basic Parenting. Basic parenting refers to caregivers' fundamental practices and responsibilities to support a child's overall development, well-being, and socialization. The establishment of real relations must therefore incorporate such domains as emotional support, physical care, cognitive stimulation, and moral value instillation. Smetana said in 2017 that good parents are both caring and have rules. They are warm and loving but have fair expectations for how their kids should act. This helps kids feel safe and loved, learn to manage their feelings, and develop self-control. Effective parenting is, according to the Organisation for Economic Co-operation and Development (OECD, 2023), not something that fits universally; it adapts to socio-economic and cultural factors in order for children to receive opportunities for age-appropriate autonomy and guidance (OECD Working Paper, 2020).

The 21st century has significantly reshaped family dynamics, leading to notable shifts in parenting practices. Technological advancements, evolving societal norms, and changing economic pressures have driven a transformation from rigid, authoritarian models toward more responsive, emotionally supportive approaches. How families work has changed a lot in the 21st century, and this has also changed how people parent their kids. Because of new technology, changing ideas, and different financial situations, parents are moving from being strict and bossy to being more understanding and emotionally supportive. A big look at many studies shows again how important it is for parents to be warm and loving. This way of parenting balances giving kids some freedom with having some structure. This helps kids grow in good ways in thinking, feelings, and getting along with others (OECD, 2020).

Good parenting is often about being flexible, understanding your child's feelings, and talking openly. This helps kids learn to be independent while still having a safe and supportive home. As Ulferts said in 2020, more and more parents are focusing on being warm and able to adjust to different situations. This gives kids the skills to succeed in a constantly changing world. These ways of parenting are significant for helping kids succeed in school, bounce back from tough times, and have good relationships with others.

Research confirms that warm parenting significantly predicts a child's long-term success. Children raised in warm, structured environments tend to demonstrate higher academic achievement, stronger emotional regulation, and enhanced social skills. Ulferts (2020) found that providing autonomy within a well-defined framework supports

decision-making and self-discipline. Yaffe and Roman (2024) emphasized that such environments foster secure attachment, an essential factor in long-term emotional well-being.

Theoretical Framework

This study is grounded in Joyce Epstein's (1980) Theory of Parental Involvement, which emphasizes the collaborative efforts between teachers and parents to enhance teaching and learning experiences. Central to this theory are the principles of cooperation and collaboration among schools, parents, guardians, and other educational stakeholders. Epstein's framework underscores the vital role of parental involvement in ensuring quality education and improved student outcomes.

According to Epstein (1980), parental involvement is crucial to students' academic success. She posits that a thorough understanding of how parental involvement functions within the school setting enables educators and administrators to develop effective strategies that foster meaningful parent participation. Schools can engage parents through various approaches, and integrating Epstein's different types of parental involvement can significantly benefit school communities by creating more inclusive and supportive learning environments. Moreover, this theory serves as a valuable tool in assessing school-community partnerships and can be instrumental in redefining the principles of parental involvement to enhance student achievement. This study's conceptual framework is aligned with Epstein's theory's foundational belief that active and consistent parental engagement is essential to learners' academic success. This theoretical anchoring also resonates with current research trends emphasizing the indispensable role of parents in the educational process.

Objectives of the Study

This study aimed to determine the extent of parental involvement in relation to learners' academic performance in one of the districts of a large school in the Division of Negros Occidental for the School Year 2024-2025.

Methodology:

This section outlines the research design, respondent profile, data gathering instruments, validity and reliability of the research instruments, data collection procedures, analytical approaches, and statistical tools used in the study.

Research Design

This study employed a descriptive research design to assess the extent of parental involvement in relation to learners' academic performance in one of the school districts in the Division of Negros Occidental for the second quarter of School Year 2024-2025.

Descriptive research design is appropriate for examining the current state of a phenomenon without manipulating variables, making it ideal for capturing patterns, trends, and relationships between parental involvement and academic achievement. In this context, the design allows the researcher to document how parental involvement naturally influences learners' academic performance. By analyzing these relationships, the study aims to provide valuable insights into how parental engagement impacts student success, offering implications for educational practices and policymaking.

Respondents of the Study

This study was conducted in one of the schools' districts in the division of Negros Occidental for the School Year 2024-2025. The study's respondents were the 117 parents and pupils sampled from a total population of 166, distributed in 7 grade levels from kindergarten to grade 6.

Since the number of respondents is significant, stratified sampling and random sampling techniques were used, using the Cochran formula to find the sample size. To get the percentage, the respondents from each section were divided by the total number of respondents and multiplied by the sample size. The researcher randomly selected the respondents from each section using the lottery technique.

Table 1 shows the distribution of the respondents according to their grade level.

Table 1
Distribution of Respondents

Grade Level	Population (N)	Sample Size (n)	Percentage (%)
Kinder	18	13	10.84
Grade 1	23	16	13.85
Grade 2	23	16	13.85
Grade 3	14	10	8.43

Grade 4	32	22	19.28
Grade 5	24	17	14.46
Grade 6	32	23	19.29
TOTAL	166	117	100.00

Data Gathering Instrument

A self-made questionnaire was used to determine the level of parental involvement concerning learners' academic performance.

The questionnaire is composed of two main parts. Part 1 contained the respondents' profiles: age, highest educational attainment, average family monthly income, and number of children. Part 2 contained the survey proper, composed of 30-line items, broken down into 10-line items per area. The respondents were asked to rate each item using the five-point Likert scale with the following scores: 5, interpreted as always; 4 interpreted as sometimes; 3 interpreted as often; 2 interpreted as rarely; and one interpreted as almost never.

The secondary data were taken from DEPED Learners' Progress Report Card or School Form 9 and such measured using the following range: (90– 100%) – Outstanding; (85-89%) – Very Satisfactory; (80-84%) – Satisfactory; (75-79%) – Fairly Satisfactory and (74% and below) – Did not meet Expectation.

Validity

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure. A research instrument with high validity produces results that align with real-world properties, characteristics, and variations, whether in the physical or social realm. High reliability is often an indicator of validity, as it suggests consistency in measurement (Carlson, 2020).

In this study, the research instrument was subjected to face and content validation by a panel of three experts, following the criteria set forth by Carter V. Good and Douglas V. Scates. The validators were chosen based on their qualifications, including holding advanced degrees (Doctorate or Master's) in fields relevant to research, psychology, educational management, and related disciplines.

The researcher adapted the criteria developed for the evaluation survey questionnaire, as set forth by Carter V. Good and Douglas V. Scates. The interpretations were as follows: Excellent (4.04 – 5.00); Very Good (3.28 – 4.03); Good (2.52 – 3.27); Poor (2.52 – 3.27); Very Poor (1.00 – 1.75).

The validity score of the instrument was 4.85, which is interpreted as excellent.

Reliability

Reliability in research refers to the consistency of an instrument in measuring what it is intended to measure. Specifically, it concerns the stability and dependability of the instrument's results when applied in similar contexts. In the case of surveys, reliability refers to how consistently the instrument produces the same results over repeated applications. To assess the reliability of the research instrument, a preliminary test was conducted with 30 parents from the same school, who were not included as actual respondents in the study. This pilot testing was carried out using Cronbach's Alpha, a widely accepted measure of internal consistency. The reliability test was administered once by the researcher.

A reliability coefficient ranging from 0.70 to 1.00 is acceptable in most research contexts. The instrument in this study achieved a Cronbach's Alpha score of 0.869, which falls within the acceptable range, indicating that the instrument is reliable for data collection.

Data Gathering Procedure

Following the approval of the questionnaire by the panel members, the researcher finalized the production of hard copies of the validated and reliability-tested instrument. A formal request letter was submitted to the Office of the Schools Division Superintendent to obtain authorization to conduct the study. Upon receiving the necessary approval, the researcher conducted a pilot test of the instrument on 30 parents from the same school who were not included in the study. This step aimed to determine the reliability of the instrument.

After establishing the instrument's reliability, the researcher submitted a letter to the school principal requesting permission to administer the questionnaire to the intended respondents. Upon approval, a schedule for data collection was arranged in coordination with school authorities.

During the survey administration, the researcher personally facilitated the process, explaining the purpose of the study and guiding the respondents in answering the questionnaire. Respondents were assured of the confidentiality

and anonymity of their responses, and their voluntary participation was respected throughout the data-gathering process.

Analytical Schemes

This study utilized three analytical schemes aligned with the research objectives: descriptive, comparative, and relational analytical approaches. These methods allowed the researcher to systematically examine the extent of parental involvement and its relationship to learners' academic performance. The results were analyzed according to each research objective as follows:

Objective 1 used the descriptive analytical scheme to determine the profile of the respondents in terms of the following variables: age, sex, highest educational attainment, number of children, and average family monthly income.

Objective No.2 used the descriptive analytical scheme to determine the extent of parental involvement in basic parenting, home learning environment, and collaborating with teachers.

Objective No. 3 used the descriptive analytical scheme to determine the extent of parental involvement when grouped according to the aforementioned variables.

Objective No. 4, which aimed to determine the level of learners' academic performance, used the descriptive analytical scheme.

Objective No. 5 used the comparative analytical scheme to determine the significant difference in the extent of parental involvement when grouped and compared according to the aforementioned variables.

Objective No. 6 used relational analysis to determine if there is a significant relationship between the extent of parental involvement and learners' academic performance.

Research Ethics Protocols

In conducting this study, several ethical principles were strictly observed to protect all participants' rights, privacy, and well-being. These included voluntary participation, informed consent, risk minimization, confidentiality, and anonymity.

Participants were fully informed of the nature and purpose of the study through a consent form, and their participation was entirely voluntary. They were given the right to withdraw from the study at any point without any consequences. The researcher ensured that no physical, emotional, or psychological harm would come to any participant due to their involvement in the research.

Furthermore, strict measures were implemented to maintain confidentiality and protect the identities of the respondents and the school they represent. Responses were handled with utmost discretion and reported in aggregate form. The final report did not disclose identifiable information, preserving anonymity and ensuring ethical integrity throughout the research.

Results and Discussion:

This section deals with the presentation, analysis, and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following specific procedures to give the exact data and solution to each problem.

Profile of the Respondents According to Age, Sex, Highest Educational Attainment, Number of Children, and Average Family Monthly Income

Table 2
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (less than 34 years old)	53	45.30
	Older (34-year-old and above)	64	54.70
	Total	117	100
Sex	Male	49	41.90
	Female	68	58.10
	Total	117	100
Highest Educational Attainment	Lower (Elementary Level)	52	44.40
	Higher (High School Level and Above)	65	55.60
	Total	117	100
Number of Children	Few (less than 3)	64	54.70

Average Family Monthly Income	Many (3 and above)	53	45.30
	Total	117	100
	Lower (below P5000)	70	59.80
	Higher (P5001 and above)	47	40.20
	Total	117	100

Table 2 shows the parents' profile of the respondents in terms of age, where 53 or 45.30% were younger (below 34 years old) and 64 or 54.70% were older (34 years old and above). Regarding sex, 49 or 41.90% were male and 68 or 58.10% were female. Regarding the highest educational attainment, 52 or 44.40% belonged to lower (elementary level) respondents, and 65 or 55.60% belonged to higher (high school level and above) respondents. Moreover, according to several children, 64 or 54.70% have few children with less than 3. Lastly, in terms of average family monthly income, most parents earn below Php 4600.00. These findings suggest that most respondents are older females with at least a high school level of education, from smaller families, and with limited financial resources. Understanding the demographic profile is essential, as these variables may influence parental attitudes, perceptions, and the extent of their involvement in their children's education. The demographic characteristics may also affect how respondents interpret and answer the survey items, thus impacting the study's overall results.

Descriptive Analysis in the Extent of Parental Involvement in Basic Parenting, Home Learning Environment, and Collaboration with Teachers

Table 3
Extent of Parental Involvement in Basic Parenting

Area	Mean	Interpretation
A. Basic Parenting		
<i>As a parent, I ...</i>		
1. provide my child with a safer place to live.	3.90	High Extent
2. provide for every need of my child at home.	4.22	High Extent
3. serve healthy foods to help nourish my child.	3.96	High Extent
4. take time to teach my child at home.	4.62	Very High Extent
5. spend quality time with my child.	3.94	High Extent
6. buy suitable clothing for my child.	4.43	High Extent
7. teach my child to manage their time.	3.90	High Extent
8. allow my child to work independently.	3.94	High Extent
9. maintain a good relationship with my child.	4.17	High Extent
10. openly tell my child to approach me with any concern in his life.	4.17	High Extent
Overall Mean	4.12	High Extent

Table 3 presents the data on parental involvement in terms of basic parenting. The overall mean score is 4.12, which indicates a high extent of parental involvement in this domain.

Among the items, item 4—"Take time to teach my child at home"—recorded the highest mean score of 4.62, suggesting that parents firmly emphasize actively engaging with their children's learning at home.

On the other hand, item 1—"Provide my child a safer place to live in"—and item 7—"Teach my child to manage their time"—received the lowest mean scores of 3.90, yet were still interpreted as high extent. This suggests that although these areas are slightly less prioritized than others, they remain significant in the overall scope of parental involvement.

The relatively lower mean for providing a safer living environment may reflect challenges beyond the parents' immediate control, such as economic limitations, housing conditions, or neighborhood safety. Similarly, the modest rating for teaching time management could indicate that parents believe this is a skill children develop naturally or with minimal guidance over time.

These findings are supported by the study of Musengamana (2023), which underscores the importance of home-based parental involvement in enhancing children's educational outcomes. The study emphasizes the role of structured routines and a safe learning environment, confirming that while parents recognize the value of these aspects, external constraints and perceived developmental autonomy may influence their involvement.

Furthermore, the high mean scores across all items indicate strong parental commitment to basic parenting responsibilities, with variations reflecting practical realities and shifting perceptions of parental roles in the home setting.

Table 4
Extent of Parental Involvement in Home Learning Environment

Area		
B. Home Learning Environment	Mean	Interpretation
<i>As a parent, I ...</i>		
1. provide a clean learning area for my child.	3.89	High Extent
2. suggest books and other reading materials.	4.35	High Extent
3. make sure that the study area at home is well-ventilated.	3.97	High Extent
4. make sure our home is a safe study place for my child's learning.	4.63	Very High Extent
5. provide all the support for my child inside our home	3.98	High Extent
6. provide enough lighting for my child's study area.	4.56	Very High Extent
7. place my child's study area in a quiet, noise-free area.	3.80	High Extent
8. have internet connected at home for my child's research purposes.	3.95	High Extent
9. enforce my child's study and play time rules at home.	4.03	High Extent
10. teach my child how to prioritize their lessons.	4.15	High Extent
Overall Mean	4.13	High Extent

Table 4 shows the data on parental involvement in a home learning environment. The overall mean score is 4.13, which indicates a high extent of involvement. This suggests that most parents actively ensure that their home settings are conducive to supporting their child's education. Notably, item 4—"Make sure that our home is a safe study place for my child's learning"—received the highest mean score of 4.63, interpreted as a very high extent. This indicates that parents prioritize the physical safety and security of their child's learning environment. Similarly, items related to providing adequate lighting were also rated highly, emphasizing the parents' attention to creating physically suitable study conditions.

On the other hand, item 7—"Place my child's study area in a quiet and noise-free area"—garnered the lowest mean score of 3.80, though still interpreted as a high extent. This suggests that while parents acknowledge the value of minimizing noise and distractions, practical challenges such as limited living space or external environmental noise may hinder full implementation.

These findings are supported by McCaffrey and Breen (2016), who found that structured and quiet study spaces significantly improve learners' concentration and cognitive processing. Likewise, Jeitner and Goodnight (2024) emphasized that ambient noise can enhance or inhibit focus and learning retention depending on its nature and volume. Additionally, Sullo (2019) demonstrated that effective noise reduction strategies positively influence student perceptions and academic behaviors. Moreover, while parents show a strong commitment to creating an effective home learning environment, variations in the physical and structural setup of the household may limit their ability to optimize quiet study conditions fully. Nevertheless, the consistently high mean scores affirm parents' vital role in shaping the educational atmosphere at home.

Table 5
Extent of Parental Involvement in Collaboration with Teachers

Area		
C. Collaboration with Teachers	Mean	Interpretation
<i>As a parent, I ...</i>		
1. keep an open line with my child's teacher.	3.88	High Extent
2. do my part in providing for whatever is needed for classroom improvement.	4.31	High Extent
3. assure the teacher that I am standing by my child's education.	3.95	High Extent
4. ask the teacher what areas my child needs support in.	4.64	Very High Extent
5. make it a habit to ask about my child's academic performance.	3.99	High Extent
6. cooperate with other parents in addressing the needs of the classroom.	4.47	High Extent
7. cooperate with the teacher in instilling discipline for my child.	3.91	High Extent
8. ask the teacher about the scheduled distribution and return of modules.	3.96	High Extent
9. ask for assistance from the teacher on how to help my child study.	4.15	High Extent
10. update the teacher on my child's learning demeanor.	4.15	High Extent

Overall Mean 4.14 High Extent

Table 5 shows the data on parental involvement in collaboration with teachers. The overall mean score is 4.14, corresponding to a high extent of involvement. This indicates that parents engage actively with teachers to support their child's academic development.

Item 4—"Ask the teacher as to what areas my child needs support"—received the highest mean score of 4.64, interpreted as a very high extent. This suggests that many parents consciously try to understand and respond to their child's academic challenges through teacher consultation. In contrast, item 1—"Keep an open line with my child's teacher"—garnered the lowest mean score of 3.88, though still within the high extent category. This implies that while some communication does occur, continuous or proactive communication may not be as prevalent.

These results suggest that while parents are willing to reach out when their child faces academic difficulties, maintaining regular and consistent communication with teachers may not be a habitual practice. This discrepancy may be attributed to time constraints, communication barriers, or limited access to reliable communication channels.

Maintaining open and consistent lines of communication with teachers is crucial in fostering a collaborative learning environment. According to Pennington et al. (2024), sustained parent-teacher communication significantly enhances student learning outcomes, particularly in bridging understanding gaps within the school context. Similarly, Jutara and De Jesus (2024) emphasize the role of school leadership in promoting parental involvement through inclusive communication strategies and strong school-community partnerships.

Furthermore, Hsu et al. (2020) found that effective collaboration between parents and teachers reinforces students' academic performance and positive behavioral and social skills development. When parents and educators work as a team, students benefit from a more holistic and supportive learning experience.

In addition, while parental collaboration with teachers is evident, strengthening ongoing communication practices could further enhance the learning environment and contribute positively to student outcomes.

Descriptive Analysis in the Extent of Parental Involvement in Basic Parenting, Home Learning Environment, and Collaboration with Teachers when grouped according to Age, Sex, Highest Educational Attainment, Number of Children, and Average Family Monthly Income

Table 6
Extent of Parental Involvement in Basic Parenting According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
A. Basic Parenting As a parent, I ...				
1. provide my child with a safer place to live.	3.79	High Extent	3.98	High Extent
2. provide for every need of my child at home.	4.19	High Extent	4.25	High Extent
3. serve healthy foods to help nourish my child.	4.00	High Extent	3.92	High Extent
4. take time to teach my child at home.	4.58	Very High Extent	4.64	Very High Extent
5. spend quality time with my child.	3.83	High Extent	4.03	High Extent
6. buy suitable clothing for my child.	4.40	High Extent	4.45	High Extent
7. teach my child to manage their time.	3.83	High Extent	3.95	High Extent
8. allow my child to work independently.	3.83	High Extent	4.03	High Extent
9. maintain a good relationship with my child.	4.40	High Extent	3.98	High Extent
10. openly tell my child to approach me with any concern in his life.	4.34	High Extent	4.03	High Extent
Overall Mean	4.12	High Extent	4.15	High Extent

Table 6 revealed the extent of parental involvement in basic parenting according to age. The overall mean for the younger group (below 34 years old) is 4.12, and 4.15 for the older group (34 years old and above), both interpreted as "high extent." This indicates that parents across age groups exhibit a generally consistent level of involvement in fundamental parenting responsibilities.

For both groups, item 4—"Take time to teach my child at home"—received the highest mean score, interpreted as "very high extent": 4.60 for the younger group and 4.64 for the older group. This reflects a shared emphasis on active academic support at home, regardless of age.

In contrast, the younger group registered their lowest mean score on item 1—"Provide my child a safer place to live in"—at 3.79, interpreted as "high extent." This may reflect socio-economic challenges or external environmental factors beyond their immediate control. Meanwhile, the older group recorded their lowest score on item 3—"Serve healthy foods to help nourish my child"—with a mean of 3.92, also interpreted as "high extent."

These findings highlight the foundational role of basic parenting in child development, particularly in creating a safe and nurturing environment. In alignment with the Parent Effectiveness Service Program Act (Republic Act No. 11908) in the Philippines, the results affirm that parental participation is crucial in fostering well-being and academic success.

Support from UNICEF (2023) further reinforces this notion, emphasizing that children benefit significantly emotionally and academically when their parents actively engage in day-to-day parenting practices. A safe home environment, shaped by involved parenting, can reduce exposure to adverse influences and promote consistent developmental support.

Differences in the pattern of involvement based on age may suggest varied parenting strategies. Bartolome (2017) noted that younger parents often take a more hands-on approach, including helping with school tasks and participating in activities, while older parents may prioritize emotional support and stability. However, San Luis Martin (2022) noted that despite these age-based nuances, the overall level of parental involvement remains comparable.

Furthermore, while parenting strategies may differ between age groups, the consistent emphasis on core responsibilities such as teaching at home, ensuring safety, and promoting well-being illustrates the critical role of parental involvement across all age categories.

Table 7

Extent of Parental Involvement in Home Learning Environment According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
B. Home Learning Environment <i>As a parent, I ...</i>				
1. provide a clean learning area for my child.	3.79	High Extent	3.97	High Extent
2. suggest books and other reading materials.	4.32	High Extent	4.38	High Extent
3. make sure that the study area at home is well-ventilated.	4.02	High Extent	3.92	High Extent
4. make sure our home is a safe study place for my child's learning.	4.64	Very High Extent	4.63	Very High Extent
5. provide all the support for my child inside our home	3.85	High Extent	4.09	High Extent
6. provide enough lighting for my child's study area.	4.60	Very High Extent	4.53	Very High Extent
7. place my child's study area in a quiet, noise-free area.	3.75	High Extent	3.84	High Extent
8. have internet connected at home for my child's research purposes.	3.87	High Extent	4.02	High Extent
9. enforce my child's study and play time rules at home.	4.11	High Extent	3.97	High Extent
10. teach my child how to prioritize their lessons.	4.17	High Extent	4.13	High Extent
Overall Mean	4.15	High Extent	4.10	High Extent

Table 7 revealed the extent of parental involvement in the home learning environment according to age. The results show an overall mean score of 4.15 for the younger group and 4.10 for the older group, both interpreted as "high extent." This suggests that parents are generally proactive in creating and maintaining environments supportive of their children's academic needs at home across age groups.

The younger group recorded their highest mean score of 4.64 (interpreted as "very high extent") on item 4—"Make sure that our home is a safe study place for my child's learning." The older group reflected similar prioritization, with a nearly identical score of 4.63 for the same item. This consistency underscores the universal recognition among parents, regardless of age, of the importance of safety and structure in the home learning environment.

The lowest score for the younger group was 3.79 (interpreted as "high extent") on item 1—"Provide a clean learning area for my child." For the older group, the lowest mean was 3.84, also interpreted as "high extent", for item 7—"Place my child's study area in a quiet and noise-free area."

These findings highlight some subtle differences in parental priorities and constraints. Research by Ahmad (2017) suggests that lower scores in maintaining clean and organized study areas may be linked to limited resources, time constraints, or lack of awareness about their significance in supporting academic focus. Nonetheless, studies such as Musengamana (2023) emphasize the impact of well-maintained and structured home learning spaces on children's cognitive engagement and academic performance.

Age-related trends further suggest differences in focus and involvement strategies. Bartolome (2017) notes that older parents may face more competing responsibilities at home and work, potentially limiting their capacity to actively manage the physical aspects of a child's learning environment. Instead, they may prioritize emotional support, which aligns with findings from San Luis Martin (2022) indicating that older parents often emphasize the psychosocial aspects of child-rearing.

Furthermore, while both age groups demonstrate high levels of involvement, their focus areas may differ based on experience, household structure, and other socio-economic factors. These insights suggest a need to raise awareness and provide support for all parents, particularly regarding the value of a quiet, clean, and well-lit study environment as a critical contributor to student success.

Table 8

Extent of Parental Involvement in Collaboration with Teachers According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
C. Collaboration with Teachers <i>As a parent, I ...</i>				
1. keep an open line with my child's teacher.	3.74	High Extent	4.00	High Extent
2. do my part in providing for whatever is needed for classroom improvement.	4.25	High Extent	4.36	High Extent
3. assure the teacher that I am standing by my child's education.	3.98	High Extent	3.92	High Extent
4. ask the teacher as to what areas my child needs support.	4.58	Very High Extent	4.69	Very High Extent
5. make it a habit to ask about my child's academic performance.	3.83	High Extent	4.13	High Extent
6. cooperate with other parents in addressing the needs of the classroom.	4.38	High Extent	4.55	Very High Extent
7. cooperate with the teacher in instilling discipline for my child.	3.89	High Extent	3.94	High Extent
8. ask the teacher about the scheduled distribution and return of modules.	3.87	High Extent	4.03	High Extent
9. ask for assistance from the teacher on how to help my child study.	4.25	High Extent	4.06	High Extent
10. update the teacher on my child's learning demeanor.	4.26	High Extent	4.05	High Extent
Overall Mean	4.17	High Extent	4.10	High Extent

Table 8 revealed the extent of parental involvement in collaboration with teachers according to age. The younger group garnered an overall mean score of 4.17, while the older group achieved a mean of 4.10. Both scores are interpreted as "high extent," indicating that parents across age groups consistently engage with their children's educators.

Both groups rated item 4—"Ask the teacher as to what areas my child needs support"—as the highest in terms of involvement, with mean scores of 4.58 (younger group) and 4.68 (older group), respectively. This reflects a shared priority among parents in identifying and addressing their children's academic needs through teacher collaboration, interpreted as "very high extent."

In contrast, the lowest mean score for the younger group was 3.74 on item 1—"Keep an open line with my child's teacher"—while the older group recorded a lowest mean of 3.92 on item 3—"Assure the teacher that I am standing by my child's education." Both are interpreted as "high extent," suggesting that while parents collaborate, certain areas, such as proactive communication and assurance of support, are not as strongly emphasized.

These variations highlight age-related differences in parental engagement practices. Bartolome (2017) notes that younger parents are typically more comfortable with direct interaction and digital communication platforms, making them more responsive and accessible to teachers. In contrast, older parents may emphasize emotional and moral support more, often shaped by traditional views of the school as the primary educational authority and by time constraints due to work or other responsibilities (San Luis Martin, 2022).

Strategies such as regular attendance at school meetings, using digital tools for communication, participating in volunteer activities, and maintaining transparency with educators are highly encouraged to enhance home-school collaboration. These actions reinforce the home-school connection and foster an environment conducive to academic success.

A relevant study, "Exploring Kindergarten Teachers' Perspectives in Parental Involvement in the Philippines" by Bartolome (2020), underscores the importance of meaningful parent-teacher collaboration. The research reveals that open communication, home-based support, and structural partnership are central to improving children's educational experiences and outcomes.

Furthermore, while both age groups show high involvement in collaborating with teachers, differences in engagement styles suggest the need for age-tailored strategies to enhance communication and participation across all parental demographics.

Table 9

Extent of Parental Involvement in Basic Parenting According to Sex

Categories	Male		Female	
	Mean	Interpretation	Mean	Interpretation
A. Basic Parenting <i>As a parent, I ...</i>				
1. provide my child with a safer place to live.	3.84	High Extent	3.94	High Extent
2. provide for every need of my child at home.	4.16	High Extent	4.26	High Extent

3. serve healthy foods to help nourish my child.	3.96	High Extent	3.96	High Extent
4. take time to teach my child at home.	4.61	Very High Extent	4.62	Very High Extent
5. spend quality time with my child.	3.90	High Extent	3.97	High Extent
6. buy suitable clothing for my child.	4.45	High Extent	4.41	High Extent
7. teach my child to manage their time.	3.86	High Extent	3.93	High Extent
8. allow my child to work independently.	3.94	High Extent	3.94	High Extent
9. maintain a good relationship with my child.	4.14	High Extent	4.19	High Extent
10. openly tell my child to approach me with any concern in his life.	4.12	High Extent	4.21	High Extent
Overall Mean	4.10	High Extent	4.14	High Extent

Table 9 revealed the extent of parental involvement in basic parenting according to sex. The results indicate an overall mean score of 4.10 for the male and 4.14 for the female groups, both interpreted as "high extent." This suggests that mothers and fathers exhibit high involvement in their children's basic parenting needs, with minor variations in specific parenting behaviors.

For both groups, item 4—"Take time to teach my child at home"—received the highest mean scores: 4.61 for males and 4.62 for females, interpreted as "very high extent." This indicates a strong commitment across genders to support their children's learning through direct instructional time at home.

In terms of the lowest-rated items, the male group recorded a mean score of 3.84 on item 1—"Provide my child a safer place to live in"—while the female group scored 3.93 on item 7—"Teach my child to manage their time"; both are still interpreted as "high extent." These lower scores reflect parental involvement actively supports their children's home educational environment. Parental involvement varies across genders due to societal roles, responsibilities, and parenting expectations. Fathers often prioritize external responsibilities, such as financial stability, and may face challenges directly engaging in home-related parenting tasks. Behson and Robbins (2016) emphasize that while fathers play a critical role in child development, traditional gender expectations and work-related commitments often limit their active presence at home.

On the other hand, mothers tend to focus on emotional support and caregiving, sometimes underemphasizing areas such as teaching organizational skills and time management. Bartolome (2017) notes that female parents are more involved in nurturing roles and daily caregiving tasks, while academic discipline is often perceived as a shared or school-based responsibility.

These differences are primarily influenced by cultural and social norms that dictate parental roles. Promoting balanced parental involvement across both genders is essential to address these gaps and enhance child development outcomes. Fathers are encouraged to increase their home presence, communicate openly with their children, ensure a safe environment, and balance work and family life. Mothers can support their children further by establishing daily routines, promoting time management, and modeling effective planning strategies.

Furthermore, parents' shared responsibility and active involvement contribute to a holistic, secure, and nurturing environment, fostering children's academic and emotional well-being.

Table 10

Extent of Parental Involvement in Home Learning Environment According to Sex

Categories	Male		Female	
	Mean	Interpretation	Mean	Interpretation
B. Home Learning Environment				
<i>As a parent, I ...</i>				
1. provide a clean learning area for my child.	3.92	High Extent	3.87	High Extent
2. suggest books and other reading materials.	4.33	High Extent	4.37	High Extent
3. make sure that the study area at home is well-ventilated.	4.00	High Extent	3.94	High Extent
4. make sure our home is a safe study place for my child's learning.	4.59	Very High Extent	4.66	Very High Extent
5. provide all the support for my child inside our home	3.96	High Extent	4.00	High Extent
6. provide enough lighting for my child's study area.	4.47	High Extent	4.63	Very High Extent
7. place my child's study area in a quiet, noise-free area.	3.71	High Extent	3.87	High Extent
8. have internet connected at home for my child's research purposes.	3.92	High Extent	3.97	High Extent
9. enforce my child's study and play time rules at home.	3.92	High Extent	4.12	High Extent

10. teach my child how to prioritize their lessons.	4.00	High Extent	4.25	High Extent
Overall Mean	4.08	High Extent	4.17	High Extent

Table 10 revealed the extent of parental involvement in the home learning environment according to sex. The results indicate that the male group achieved an overall mean score of 4.08, while the female group scored 4.17. Both scores fall under the "high extent" interpretation, indicating that both fathers and mothers actively support their children's home educational environment.

In terms of specific items, both groups identified item 4—"Make sure that our home is a safe study place for my child's learning"—as their highest-rated statement, with mean scores of 4.59 for males and 4.66 for females, both interpreted as "very high extent." This highlights a strong shared commitment across genders to ensuring physical safety and readiness of the home as a learning space.

However, some differences emerged in the lowest-rated items. The male group scored 3.71 on item 7—"Place my child's study area in a quiet and noise-free area"—while the female group received 3.87 on items 1 and 7—"Provide a clean learning area for my child" and "Place my child's study area in a quiet and noise-free area"—respectively. Although still interpreted as "high extent," these lower scores suggest areas where gendered responsibilities and perceptions may influence levels of involvement.

The findings support the idea that traditional societal roles and expectations shape gender-based parental involvement. Fathers often assume responsibilities related to financial stability and long-term planning, which can result in lower engagement in managing the physical and environmental aspects of the home learning space. As Musengamana (2023) notes, such external responsibilities often divert attention from active home-based engagement, particularly in creating distraction-free zones for study.

On the contrary, mothers emphasize emotional support and caregiving, but may not always prioritize maintaining a clean and orderly study space due to overlapping domestic duties or shared household roles. Bartolome (2017) explains that while mothers are deeply involved in children's education, multitasking demands can reduce their ability to maintain structured environments consistently.

To enhance parental engagement, the study suggests actionable strategies for both groups. Fathers can improve the home learning environment by reducing household noise, establishing designated study hours, and leading by example in maintaining a peaceful home. Mothers can support learning by organizing study materials, teaching cleanliness habits, and integrating tidiness into daily routines.

A relevant study by Musengamana (2023), "A Systematic Review of Literature on Parental Involvement and Its Impact on Children's Learning Outcomes," emphasizes that maintaining a quiet and clean study environment is a key factor in improving children's academic performance and cognitive development. Similarly, Wilder (2021) notes that parental roles in learning support are flexible and often influenced by family dynamics, cultural norms, and individual children's needs.

Lastly, while both mothers and fathers show high involvement in shaping home learning environments, the nature of their contributions often reflects traditional gender roles. Recognizing and addressing these differences can help parents collaborate more effectively to create optimal learning conditions for their children.

Conclusion:

The study revealed that most parent-respondents were older, female, had at least a high school education, had fewer children, and belonged to lower-income households. Parental involvement in basic parenting, home learning environment, and collaboration with teachers was generally high, with no significant differences across most demographic variables—except for the number of children. Despite these high levels, challenges remained, such as limited time for teaching at home, insufficient home study environments, and weak parent-teacher communication. Variations in involvement were influenced by age, gender, education, number of children, and income, highlighting different strengths and gaps across groups. A significant relationship was found between parental involvement and learners' academic performance, which was rated very satisfactory for the relevant school year. The findings suggest that enhancing parental support—through education on parenting practices, improved home learning setups, stronger school communication, and socio-economic assistance—can further boost student achievement. Recommendations include workshops for parents, better access to learning materials, open lines of communication with teachers, and initiatives promoting shared responsibilities for student success.

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